



# TENNESSEE ALTERNATIVE PERFORMANCE BASED ASSESSMENT (APBA)

STUDENT\* \_\_\_\_\_ DOB \_\_\_\_\_

COURSE \_\_\_\_\_

TEACHER \_\_\_\_\_

End of Course score \_\_\_\_\_ Date End of Course Administered \_\_\_\_\_

Percent/Adjusted Score Based On Alternative Performance Based Assessment \_\_\_\_\_

I certify that the above named student ☐ has ☐ has not demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

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Teacher signature \_\_\_\_\_ Date \_\_\_\_\_

*\*Note – Only students with disabilities on an active IEP are eligible for participation in the APBA*

## Chemistry Rubric

Standard	Chemistry Essential Knowledge and Skills	Method of Assessment *See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above
			Rating from 0 to 2
<b>1.0 Atomic Structure</b>	1. Apply the periodic table to determine the atomic structure and periodic and bonding trends among groups and periods of elements.		0 1 2
	2. Evaluate historical developments that led to the formulation of the modern atomic model.		0 1 2
	3. Apply the engineering design cycle to real-world scenarios involving elemental properties and their uses.		0 1 2
	4. Describe the electron arrangement of an atom in terms of electron configuration notation, orbital notation, and dot notation.		0 1 2
	5. Describe isotopes and their application to society.		0 1 2
<b>2.0 Matter and Energy</b>	6. Select appropriate equipment to gather, record, and interpret data in a laboratory situation involving classification of matter and interactions between matter and energy.		0 1 2
	7. Employ qualitative and quantitative techniques to determine how changes in volume, temperature, and pressure affect the behavior of gases.		0 1 2
	8. Describe the difference among solids, liquids, and gases in terms of energy, particle diagrams, phase diagrams, and heating curves.		0 1 2
	9. Use scenarios to distinguish among the physical, chemical, or nuclear properties and changes in matter.		0 1 2
	10. Differentiate among saturated, unsaturated, supersaturated solutions based on their properties and method of preparation.		0 1 2
	11. Demonstrate problem solving skills to determine molarity, molality, percent composition, and colligative properties of matter.		0 1 2
<b>3.0 Interactions of Matter</b>	12. Predict the qualitative and quantitative outcomes of chemical reactions using the Law of Conservation of Matter and Energy.		0 1 2
	13. Describe the difference between ionic and covalent bonding using Lewis models, formulas, and nomenclature.		0 1 2
	14. Convert molar mass to number of moles, molar volume, and the number of particles of the substances using appropriate significant figures.		0 1 2

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			Rating from 0 to 2
3.0 Interactions of Matter (Cont.d)	15. Compare applications of thermal changes in chemical and nuclear reactions.		0 1 2
	16. Use experimental data to calculate the percent composition and empirical formulas of compounds.		0 1 2
	17. Apply mathematical principles to solve stoichiometry problems.		0 1 2
	18. Describe chemical reactions by writing and balancing equations.		0 1 2
	19. Calculate the amount of heat lost or gained by a substance based on its mass, change of temperature, and specific heat during physical and chemical reactions.		0 1 2
	20. Use appropriate tools to investigate the acidity/basicity of various substances.		0 1 2
<b>*Method of Assessment Key</b> 1. Use of routine classroom tests and/or assignments 2. Projects 3. Oral response 4. Written response 5. Use of technology 6. Other		<b>TOTAL POINTS</b> _____  <b>Percentage = <u>Total Points</u></b> _____ % <b>40</b>	
<b>Statement of Assurance (REQUIRED):</b> As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score.			
_____ Signature		_____ Date	